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ABSTRACT

A content analysis of programing on the three major television networks was conducted to determine the number of positive role models who read actively on television. Programs on each network were analyzed for one week, and all references to or acts of reading were tabulated and categorized according to their purpose. These included characters carrying reading materials, books and reading materials used as set decorations, and characters actively reading. The results indicated only a small number of reading occurrences, and only a small percentage of these portrayed a character reading actively for enjoyment. More than half of the reading-related references were for set decoration, and very few children were portrayed reading actively. The results suggest that while opportunities exist to use active reading on television, few script writers seem to take advantage of these occasions to portray characters as positive reading models. (HTH)

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A CONTENT ANALYSIS OF THREE MAJOR TELEVISION NETWORKS
TO DETERMINE THE EXTENT OF POSITIVE ROLE MODELS
ENGAGED IN READING ACTIVITIES

BY

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An Article Submitted in Partial Fulfillment
of the Requirements of the
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ABSTRACT

This television content analysis dealt with the tabulation and description of all references to reading during a consecutive three week period on three major television networks. All references were noted, tabulated, described and categorized by initiator and purpose of the activity. The major findings were: only a small number of reading references were identified, a small percentage of these references portrayed reading actively for enjoyment, more than half of the references were for purposes of set decoration and a very low number of children reading actively were portrayed. While opportunities exist to utilize active reading on television, it was found that few script writers seem to take advantage of these occasions to have characters portray positive reading role models.

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1.

The birth of television over thirty years ago has undoubtedly changed the lives of all of us. Since its availability to consumers in 1950, television has grown up and a generation of adults has grown up with it. Students are graduating from high school having spent more time in front of the television than in school. One study has reported an average of 18,000 hours of time spent television watching compared with 12,000 hours spent in school upon graduation (Moody, 1980).

Numerous television research studies have addressed the viewing habits of the public. The average viewing time for our children is now considered to be four hours a day. Mary Compton states in her report for "The Clearing House" that 97% of American homes own a television set and it is on six hours and fifty minutes a day (October, 1983).

The 1980's is expected to launch a second television explosion. Now that almost every American home owns at least one television, new advanced technological equipment is being added to the once basic television screen. By 1979, television reception by way of cable instead of air waves was in 16% of all American households. By the end of the 80's it is expected that 50% of homes will have cable reception which gives the viewer numerous channels to choose from. Home video recording and playback equipment was introduced in 1975. 30,000 units were purchased in 1977 and 402,000 in 1978. At this rate, by the end of the decade,

almost every television consumer will own video equipment (Moody, 1980). The added channels provided by cable combined with the freedom of choice with home video equipment will surely add to the already prodigious time spent in front of the television.

Results from the research on television and its effects have often been contradictory. For example, in Kate Moody's study Growing Up On Television, she compared the theories of British researcher Himmelweit in 1960 with Marie Winn on television's influence. In 1960, Dr. Himmelweit said, "Television always enters a pattern of influences that already exist: the home, peer group, school, the church and culture generally". But in 1977, Marie Winn disagreed, noting that "Television does not merely influence the child, it deeply influences that pattern of influences that is meant to ameliorate its effects". (Moody, 1980). Television has become the center around which other activities revolve. For example, we frequently hear, "We'll have dinner at half-time", "After T.J. Hooker, its time for bed" and "I'll help you when the commercial comes on".

Even though the experts have not always agreed on many of the effects of television, one thing is certain. Families are spending a great deal of time in front of the television at the expense of other activities. These other activities frequently would place more emphasis on interaction with or observation of other members of the family. It is a widely

3.
accepted theory of learning that one way we do learn is from imitation of available role models. Albert Bandura's findings support the proposition that children will learn from observing actions on television as well as from observing actions of live persons. His studies address aggressive behavior imitation (Comstock, 1975).

What kinds of role models do we as a society wish to portray to our children? Our society has always placed literacy as a desirable goal and necessary skill for all our children. Since 1950, Denver Public Schools have administered triennial public opinion surveys to find out what the public feels is important in their schools. The results generally place the acquisition of Reading and English skills as most important. (Oberholtzer, 1972). Yet 23 million adult Americans in 1975 were identified by the U.S. Office of Education as functionally illiterate. 14% of students entering kindergarten each year have diagnosed reading and learning disabilities (Moody, 1980). A number of colleges offer remedial reading courses to their freshmen to help them keep up with their studies.

Since television viewing encompasses a large segment of each day and therefore has frequently replaced other available role models, content analysis studies are needed to define these role models. Are our children finding role models on television who read actively and portray reading as an enjoyable activity?

HYPOTHESIS

A content analysis of the three major television networks was conducted to provide evidence revealing the number of positive role models on television who read actively. It was hypothesized that a small number of reading references would be revealed. It was further hypothesized that the data collected would not portray a large number of positive role models engaged in active reading enjoyment.

DEFINITIONS, ASSUMPTIONS AND LIMITATIONS

Content Analysis-	objective measurement of television content
Pleasurable Reading-	reading depicted as a leisure time activity
Functional Reading-	use of reading for a specific purpose as in job related incidents
Set Decoration-	use of reading materials for scenery purposes
Initiator-	person starting one of the reading activities listed above

It was assumed that the programs viewed were representative of each network and that most children were watching television during the times selected. One week of viewing time was selected for each major network and this may not be considered representative of the programs scheduled on that network. Another limitation of the study is that only the three major networks were selected. With the availability of

cable, there are numerous other channels that could be selected by the viewer. Commercials were omitted in the study and it is possible that other reading references could be observed by the viewers watching the programs analyzed.

PROCEDURES

Each of the three major television networks, ABC, NBC, and CBS were viewed for one week for a total of three consecutive weeks of television viewing. Times selected were considered prime time viewing hours especially for children - 4:00 PM - 10:00 PM on the weekdays and 9:00 AM - noon on the weekends.

A content analysis was completed and all references to reading were noted and tabulated. The date, time of day, title of the program, initiator categories of man, woman or child, description and purpose of the reading references, i.e. pleasurable, functional or set decorative, were recorded and presented in table format.

All reading references were tallied weekly and initiators and purposes were compared for each network. A comparison between the three networks was also recorded in table format.

RESULTS

The following key should be used while interpreting the tables.

Initiators:

M-Man

W-woman

C-child

G-group

*-no initiator, used
solely as a prop.

Purpose of Reference:

P-pleasurable

F-functional

S-set decoration

TABLE I

PRESENTATION OF PROGRAMS
WEEK 1 - ABC

<u>Day/Date</u>	<u>Time</u>	<u>Program</u>	<u>Initiator</u>	<u>Description</u>	<u>Purpose</u>
Wed. 10/10/84	4:00 pm	<u>Edge of Night</u>	M	carries newspaper	S
			M	reads chart aloud	F.
	4:00 pm	<u>After School Special</u>	W	reads pamphlet	F
			M	reads notes	F
	5:30 pm	<u>Eyewitness News</u>	W	carries newspaper	S
			G	notes on desk	S
			G	carries books	S
			M	refers to book	F
			*	books on shelves	S
			M	carries newspaper	S
			*	books on shelves	S
	7:00 pm	<u>World News Tonight</u>	M	notes on desk	S

TABLE I (cont.)

PRESENTATION OF PROGRAMS
WEEK 1 - ABC

<u>Day/Date</u>	<u>Time</u>	<u>Program</u>	<u>Initiator</u>	<u>Description</u>	<u>Purpose</u>
Wed. 10/10/84	7:30 pm	<u>Entertain- ment Tonight</u>	*	books on shelves	S
			M	reads letter	F
	8:00 pm	<u>Fall Guy</u>	M	reads menu	F
	9:00 pm	<u>Dynasty</u>	M	reads book	F
			*	books on desk	S
			M	reads notes	F
			M	reads paper aloud	F
			M	reads telegram aloud	F
			*	books on desk	S
			*	books on shelves	S
Thurs. 10/11/84	4:00 pm	<u>Edge of Night</u>	M	refers to chart	F
			M	refers to chart	F
	4:30 pm	<u>New York Style</u>	*	notes on desk	S
			M	discusses and holds book	F
			M	reads book aloud	F
	5:00 pm	<u>Eyewitness News</u>	*	books on shelves	S
			G	notes on desk	S
			*	library books	S
			*	books on shelves	S
			*	books on shelves	S
			*	books on shelves	S

TABLE I (cont.)

PRESENTATION OF PROGRAMS
WEEK 1 - ABC

<u>Day/Date</u>	<u>Time</u>	<u>Program</u>	<u>Initiator</u>	<u>Description</u>	<u>Purpose</u>
Thurs 10/11/34	6:00 pm	<u>Eyewitness News</u>	*	books on shelves	S
			M	refers to letter	F
			W	refers to news- paper	F
			*	books on shelves	S
			*	books on shelves	S
	7:00 pm	<u>World News Tonight</u>	*	books on shelves	S
			M	carries newspaper	S
			*	shows yearbook	S
			G	carries books	S
			*	books on shelves	S
	7:30 pm	<u>Entertain- ment Tonight</u>	*	shows magazine	S
			G	reads notes	F
			M	reads a book	F
	8:00 pm	<u>Twenty/ Twenty</u>	M	reads notes	F
			M	shows newspaper	F
			*	books on desk	S
			M	reads newspaper	P
			*	books on shelves	S
			*	books on shelves	S
			*	shows pamphlet	S

TABLE I (cont.)

PRESENTATION OF PROGRAMS
WEEK 1 - ABC

<u>Day/Date</u>	<u>Time</u>	<u>Program</u>	<u>Initiator</u>	<u>Description</u>	<u>Purpose</u>
Thurs. 10/11/84	3:00 pm	<u>Twenty/ Twenty</u>	*	books on shelves	S
			*	shows newspaper	S
	9:00 pm	<u>Vice-Pres. Debate</u>	M	reads from notes	F
			W	reads from notes	F
Fri. 10/12/84	4:00 pm	<u>Edge of Night</u>	G	panelists read notes	F
			W	reads report	F
	4:30 pm	<u>New York Style</u>	*	books on desk	S
			G	notes on desk	S
	5:00 pm	<u>Eyewitness News</u>	M	discusses and shows books	F
			G	notes on desk	S
	6:00 pm	<u>Eyewitness News</u>	W	discusses and shows book	F
			G	notes on desk	S
	7:00 pm	<u>World News Tonight</u>	M	notes on desk	S
			W	carries book	S
	7:30 pm	<u>Entertain- ment Tonight</u>	M	reads notes	F
			*	books on shelves	S
			W	reads book	P
			*	books on shelves	S
			M	reads newspaper	P
			*	books on shelves	S

TABLE (cont.)

PRESENTATION OF PROGRAMS
WEEK 1 - ABC

<u>Day/Date</u>	<u>Time</u>	<u>Program</u>	<u>Initiator</u>	<u>Description</u>	<u>Purpose</u>
Fri. 10/12/34	7:30 pm	<u>Entertain- ment Tonight</u>	M	reads news	F
			*	books on shelves	S
	8:00 pm	<u>Denson</u>	*	Books on shelves	S
			W	reads aloud from chart	F
			M	reads newspaper	P
			*	Books on shelves	S
	3:30 pm	<u>Webster</u>	*	books on shelves	S
			*	books on shelves	S
			M	carries newspaper	S
			*	books on table	S
			*	books on shelf	S
			*	books on table	S
			M	reads speech	F
			*	books on shelves	S
			2:00 pm	books on shelves	S
				books on shelves	S
			M	reads report	F
			W	reads magazine	P
			M	reads passport	F
			M	reads file	F
			G	reads dashboard	F
Sat. 10/13/34	9:00 am	<u>Mighty Orbits</u>			

TABLE I (cont.)

11.

PRESENTATION OF PROGRAMS
WEEK 1 - ABC

<u>Day/Date</u>	<u>Time</u>	<u>Program</u>	<u>Initiator</u>	<u>Description</u>	<u>Purpose</u>
Sat. 10/13/64	9:30 am	<u>Turbo Teen</u>	*	books fall off shelf	S
			M	reads newspaper aloud	F
	10:00 am	<u>Dragon's Lair</u>	*	book open	S
			M	reads book aloud	P
			*	book open	S
	10:30 am	<u>Scooby-Doo Mysteries</u>	G	points to directions	F
			G	reads messages aloud	F
			C	refers to book	P
			C	reads note aloud	F
	11:00 am	<u>Scooby-Doo Funnies</u>			
	11:30 am	<u>The Littles</u>	*	books on desk	S
			*	books on shelves	S
			*	book on table	S
			C	reads newspaper	P
			*	books on shelf	S
			*	shows comic book	S
Sun. 10/14/64	2:00 am	<u>Tiempo</u>			
	2:30 am	<u>Wildlife Adventure</u>			
	10:00 am	<u>Video Game</u>			

TABLE I (cont.)

12.

PRESENTATION OF PROGRAMS
WEEK 1 - ABC

<u>Day/Date</u>	<u>Time</u>	<u>Program</u>	<u>Initiator</u>	<u>Description</u>	<u>Purpose</u>
Sun. 10/14/64	10:30 am	<u>Entertain- ment This Week</u>	M	reads newspaper	P
			W	reads newspaper	P
			*	books on shelves	S
Mon. 10/15/64	11:30 am	<u>This Week With David Drinkley</u>	M	reads notes	F
			*	books on shelf	S
	4:00 pm	<u>Edge of Night</u>			
	4:30 pm	<u>New York Style</u>	*	notes on table	S
			*	books on shelves	S
			*	books on shelves	S
	5:00 pm	<u>Eyewitness News</u>	G	notes on desk	S
			*	books on shelves	S
			G	carries book	S
	6:00 pm	<u>Eyewitness News</u>	M	refers to sign	F
	7:00 pm	<u>World News Tonight</u>	G	notes on desk	S
			W	reads newspaper	P
	7:30 pm	<u>Entertain- ment Tonight</u>	M	refers to books	F
			*	shows book	S
	8:00 pm	<u>World's Great- est Mysteries</u>	*	books on shelf	S
			*	books on desk	S
			M	reads map	F

TABLE I (cont.)

13.

PRESENTATION OF PROGRAMS
WEEK 1 - ABC

<u>Day/Date</u>	<u>Time</u>	<u>Program</u>	<u>Initiator</u>	<u>Description</u>	<u>Purpose</u>
Mon. 10/15/84	9:00 pm	<u>Monday Night Football</u>			
Tues. 10/16/84	4:00 pm	<u>Edge of Night</u>	*	books on shelves	S
			*	books on table	S
			*	books on shelves	S
	4:30 pm	<u>New York Style</u>	W	refers to book	F
			W	refers to magazine	F
			W	author interviewed	F
			*	shows book	S
			M	refers to book	F
	5:00 pm	<u>Eyewitness News</u>	G	notes on desk	S
			*	books on shelves	S
			M	refers to letter	F
			*	books shown	S
			G	refers to book	F
			*	shows letter	S
			*	books on shelves	S
			*	shows letter	S
			M	refers to news- paper	F
			*	Bible on table	S
			*	books on desk	S
	7:00 pm	<u>World News Tonight</u>	M	refers to paper	F

TABLE I (cont.)

14.

PRESENTATION OF PROGRAMS
WEEK 1 - ABC

<u>Day/Date</u>	<u>Time</u>	<u>Program</u>	<u>Initiator</u>	<u>Description</u>	<u>Purpose</u>
Tues. 10/16/84	7:00 pm	<u>World News</u>	*	books on shelf	S
		<u>Tonight</u>			
	7:30 pm	<u>Entertain-</u>	M	refers to newspaper	F
		<u>ment Tonight</u>	*	books on shelves	S
			*	books on table	S
			*	books on shelf	S
	8:00 pm	<u>Foul Ups,</u>			
		<u>Sleeps and</u>			
		<u>Blunders</u>			
	8:30 pm	<u>Three's A</u>			
		<u>Crowd</u>			
	9:00 pm	<u>Paper Dolls</u>	W	reads appointment book	F
			M	refers to notes	F
			W	carries books	S
			M	refers to magazine	F
			M	reads newspaper	P
			*	books on table	S
			*	books on shelves	S

TABLE II

WEEK 1 TALLY - ABC

36 hrs. viewed	161 references	48 man	12 pleasurable
		initiated	
		18 woman	54 functional
		3 child	95 set
		17 group	
		75 no initiator	

Upon examining Tables I and II, there can be seen 161 references, more than half of which were reading materials used on the set for decoration or prop purposes. A small number, only 12, were references to reading for enjoyment and 54 were functional portrayals of reading. The majority of the references, 48, were man initiated compared with 18 woman and 3 child initiated reading activities. It should be noted that a large amount of the viewing time each day consisted of news programming. Anchorpersons on these programs were shown holding and shuffling their notes but rarely were shown reading them. These were therefore recorded as group initiated references which were determined to be part of the set.

TABLE III
PRESENTATION OF PROGRAMS
WEEK 2 - NSC

<u>Day/Date</u>	<u>Time</u>	<u>Program</u>	<u>Initiator</u>	<u>Description</u>	<u>Purpose</u>
Wed. 10/17/84	4:00 pm	<u>Love Connection</u>			
	4:30 pm	<u>People's Court</u>	*	notes on desk	S
			M	reads paper aloud	F
			M	refers to papers	F
	5:00 pm	<u>Live at Five</u>	G	carries newspaper	S
			*	books on desk	S
			G	notes on desk	S
			M	refers to book	F
			W	carries newspaper	S

TABLE III (cont.)

PRESENTATION OF PROGRAMS
WEEK 2 - NBC

<u>Day/Date</u>	<u>Time</u>	<u>Program</u>	<u>Initiator</u>	<u>Description</u>	<u>Purpose</u>
Wed. 10/17/84	5:00 pm	<u>Live at Five</u>	W	discussed and shows	F
				book	
	6:00 pm	<u>News 4 New York</u>	C	notes on desk	S
			*	shows school guide	S
			G	carries newspaper	S
			W	carries newspaper	S
	7:00 pm	<u>NBC Nightly News</u>	*	books on shelf	S
			*	books on shelf	S
			G	carries books	S
	7:30 pm	<u>Family Feud</u>	M	reads questions	F
			M	reads chart	F
	8:00 pm	<u>Highway to Heaven</u>	W	reads note	F
	9:00 pm	<u>Facts of Life</u>	W	carries book	S
			W	reads chart	F
			*	books on shelf	S
			G	studies books	F
			G	refers to chart	F
			*	books on shelf	S
			*	books on shelf	S
	9:30 pm	<u>It's Your Move</u>	*	magazine on table	S
			*	books on desk	S
			C	reads magazine	

TABLE III (cont.)

17.

PRESENTATION OF PROGRAMS
WEEK 2 - NBC

<u>Day/Date</u>	<u>Time</u>	<u>Program</u>	<u>Initiator</u>	<u>Description</u>	<u>Purpose</u>
Wed. 10/17/84	9:30 pm	<u>It's Your Move</u>	*	books on shelf	S
			*	books on desk	S
Thurs. 10/18/84	4:00 pm	<u>Love Connection</u>			
	4:30 pm	<u>People's Court</u>	M	reads from papers	F
			M	reads from papers	F
			M	reads from papers	F
			M	refers to chart	F
	5:00 pm	<u>Live at Five</u>	*	books on shelf	S
			G	notes on desk	S
	6:00 pm	<u>News 4 New York</u>	M	carries newspaper	S
			G	notes on desk	S
			*	books on shelves	S
	7:00 pm	<u>NBC Nightly News</u>	M	notes on desk	S
			M	discusses and shows manual	F
			*	shows newspaper	S
	7:30 pm	<u>Umbrella Jack-M Young Peoples Special</u>	M	reads newspaper	P
			*	magazines on table	S
			M	reads newspaper	P
	8:00 pm	<u>Cosby Show</u>	M	reads newspaper	P
			*	books on table	S
			*	books on shelves	S
			*	books on desk	S

TABLE III (cont.)

PRESENTATION OF PROGRAMS
WEEK 2 - NBC

<u>Day/Date</u>	<u>Time</u>	<u>Program</u>	<u>Initiator</u>	<u>Description</u>	<u>Purpose</u>
Thurs. 10/18/84	8:00 pm	<u>Cosby Show</u>	*	books on shelves	S
			*	books on table	S
	3:30 pm	<u>Family Ties</u>	G	reads baby book	F
			G	reads notes	F
			C	carries books	S
			M	reads sign aloud	F
			M	reads notes aloud	F
			M	reads letter	F
	9:00 pm	<u>Cheers</u>			
	9:30 pm	<u>Night Court</u>	M	holds newspaper	S
			W	reads paper aloud	P
			W	hands newspaper	S
			*	books on shelves	S
			W	reads notes	F
			M	reads notes	F
Fri. 10/19/84	4:00 pm	<u>Love Connection</u>	G	reads notes	F
			M	reads notes	F
	4:30 pm	<u>People's Court</u>	M	reads letter	F
			M	reads note	F
			M	reads letter	F
			M	refers to notes	F

TABLE III (cont.)

19.

PRESENTATION OF PROGRAMS
WEEK 2 - NBC

<u>Day/Date</u>	<u>Time</u>	<u>Program</u>	<u>Initiator</u>	<u>Description</u>	<u>Purpose</u>
Fri. 10/19/84	4:30 pm	<u>People's Court</u>	M	refers to books	F
			*	books on desk	S
	5:00 pm	<u>Live at Five</u>	G	notes on desk	S
			*	books on table	S
			M	reads newspaper	P
			M	refers to notes	F
			W	refers to notes	F
			W	discussed book with author	F
			*	shows yearbook	S
			*	books on table	S
			M	refers to notes	F
			M	notes on desk	S
	6:00 pm	<u>News 4 New York</u>	*	books on desk	S
			*	shows letter	S
			G	carries books	S
			G	sings from books	F
			*	books on shelves	S
			*	shows newspaper	S
			*	books on shelf	S
			M	reads prayer book	F
	7:00 pm	<u>NBC Nightly News</u>	*	books on desk	S
			G	carries books	S

TABLE III (cont.)

20.

PRESENTATION OF PROGRAMS
WEEK 2 - NBC

<u>Day/Date</u>	<u>Time</u>	<u>Program</u>	<u>Initiator</u>	<u>Description</u>	<u>Purpose</u>
Fri. 10/19/84	7:00 pm	<u>NBC Nightly News</u>	*	books on table	S
			M	reads notes	F
	7:30 pm	<u>Family Feud</u>	M	reads questions	F
			M	reads chart	F
	8:00 pm	<u>V: The Final Battle</u>	*	books on shelves	S
			W	reads book	F
			M	reads papers	F
			M	carries books	S
			W	reads aloud from computer	F
Sat. 10/20/84	9:00 am	<u>Smurfs</u>	C	reads directions	F
			C	looks at books	P
			*	books on shelf	S
			*	books falling	S
			C	reads rules	F
			*	books on shelf	S
			*	books on table	S
			C	reads aloud	F
	10:30 am	<u>Alvin and the Chipmunks</u>			
	11:00 am	<u>Kidd Video</u>			
	11:30 am	<u>Mr. T.</u>	C	reads book	P
			M	reads newspaper	P

TABLE III (cont.)

PRESENTATION OF PROGRAMS
WEEK 2 - NBC

<u>Day/Date</u>	<u>Time</u>	<u>Program</u>	<u>Initiator</u>	<u>Description</u>	<u>Purpose</u>
Sat. 10/20/84	11:30 am	<u>Mr. T.</u>	*	books on shelf	S
			*	books on table	S
			*	books on shelf	S
			M	refers to contract	F
Sun. 10/21/84	2:00 am	<u>Kids In- corporated</u>	*	books on shelf	S
	2:30 am	<u>Positively Black</u>	*	Library shelves	S
			*	books on shelves	S
			*	books on shelves	S
	10:00 am	<u>Essence</u>	W	refers to comics	F
			M	reads notes	F
	10:30 am	<u>Visiones</u>	*	books on shelves	S
	11:00 am	<u>First Estate</u>	*	books on shelves	S
			W	reads letter aloud	F
			*	Bible on desk	S
			M	refers to book	F
			*	books on shelves	S
	11:30 am	<u>News Forum</u>			
Mon. 10/22/84	4:00 pm	<u>Love Connection</u>			
	4:30 pm	<u>People's Court</u>	M	refers to papers	F

TABLE III (cont.)

22.

PRESENTATION OF PROGRAMS
WEEK 2 - NBC

<u>Day/Date</u>	<u>Time</u>	<u>Program</u>	<u>Initiator</u>	<u>Description</u>	<u>Purpose</u>
Mon. 10/22/34	5:00 pm	<u>Live at Five</u>	G	notes on desk	S
			M	discussed book	F
			M	author mentions book	F
			W	reads letter aloud	F
			*	magazine on table	S
	6:00 pm	<u>News 4 New York</u>	M	refers to notes	F
			G	news on desk	S
			W	looks through book	F
			*	books on shelves	S
			W	carries newspaper	S
	7:00 pm	<u>NBC Nightly News</u>	*	books on shelves	S
			G	carries books	S
			*	books on shelves	S
			W	carries books	S
			*	books on desk	S
	7:30 pm	<u>Family Feud</u>	M	reads questions	F
			M	reads chart	F
	8:00 pm	<u>TV's Bloopers and Practical Jokes</u>	*	books on shelves	S
			M	reads paper	F
			M	reads message	F
	9:00 pm	<u>Aurora</u>	*	books on table	S

TABLE III (cont.)

PRESENTATION OF PROGRAMS
WEEK 2 - NBC

<u>Day/Date</u>	<u>Time</u>	<u>Program</u>	<u>Initiator</u>	<u>Description</u>	<u>Purpose</u>
Mon. 10/22/84	9:00 pm	<u>Aurora</u>	W	opens book	F
			W	reads check	F
			*	books on desk	S
			C	carries book	S
			*	book on table	S
			*	books on shelves	S
Tues. 10/23/84	4:00 pm	<u>Special Treat</u>	G	carries books	S
			*	newspaper on floor	S
			M	reads newspaper	P
			M	reads paper	F
			*	newspaper on bed	S
			W	reads magazine aloud and discusses	F
			*	books on table	S
			C	studies book	F
	5:00 pm	<u>Live at Five</u>	W	reads book in bed	P
			G	notes on desk	S
			*	books on desk	S
			M	carries papers	S
			*	books on shelves	S
			M	reads paper	F
			W	refers to notes	F

TABLE III (cont.)

PRESENTATION OF PROGRAMS
WEEK 2 - NBC

<u>Day/Date</u>	<u>Time</u>	<u>Program</u>	<u>Initiator</u>	<u>Description</u>	<u>Purpose</u>
Tues.	6:00 pm	<u>News 4 New York</u>	G	notes on desk	S
			*	books on desk	S
			G	signs book on desk	F
			C	reads book	P
			*	books on desk	S
			W	discussed book	F
	7:00 pm	<u>NBC Nightly</u>	M	reads letter aloud	F
			*	books on shelf	S
			*	books on desk	S
			G	signs book on desk	F
	7:30 pm	<u>Family Feud</u>	M	reads questions	F
			M	reads chart	F
	8:00 pm	<u>A-Team</u>	M	reads message	F
	9:00 pm	<u>Riptide</u>	M	reads magazine	F

TABLE IV

WEEK 2 TALLY - NBC

36 hrs. viewed	136 references	57 man	13 pleasurable
			initiated
		27 woman	74 functional
		10 child	99 set
		24 group	
		60 no initiator	

As can be seen in Tables III and IV, the majority of

the 106 reading references were man initiated. A child modeling reading behavior was only viewed 10 times during the week. More than half of the references consisted of reading materials used as part of the set. It should be noted that news shows occasionally interview authors and discuss their books. Surprisingly, during four of these interviews, the author's books were not even shown. Only 13 instances of reading as a pleasurable activity were recorded.

TABLE V

PRESENTATION OF PROGRAMS
WEEK 3 - CBS

<u>Day/Date</u>	<u>Time</u>	<u>Program</u>	<u>Initiator</u>	<u>Description</u>	<u>Purpose</u>
Wed. 10/24/34	4:00 pm	<u>Rockford</u> <u>Files</u>	*	books on shelf	S
			*	magazine of table	S
			M	refers to book	F
			*	books in courtroom	S
			*	newspaper on bed	S
			M	reads newspaper	P
			*	books on shelf	S
	5:00 pm	<u>Channel 2</u> <u>News</u>	G	notes on desk	S
			M	reads newspaper	P
			G	reads newspaper	P
			M	refers to speech	F
			*	books on shelves	S
			M	refers to speech	F
			*	shows newspaper	S

TABLE V (cont.)

26.

PRESENTATION OF PROGRAMS
WEEK 3 - CBS

Day/Date	Time	Program	Initiator	Description	Purpose
Wed. 10/24/34	5:00 pm	<u>Channel 2</u> <u>News</u>	*	books on desks	S
			G	reads in school	F
			G	carries books	S
			G	puts away books	S
	7:00 pm	<u>CBS Evening</u> <u>News</u>	*	books on shelves	S
			*	books on shelves	S
	7:30 pm	<u>Wheel of</u> <u>Fortune</u>	M	reads answer aloud	F
	8:00 pm	<u>Charles in</u> <u>Charge</u>	*	cookbook on counter	S
	8:30 pm	<u>Dreams</u>	M	reads book	F
			*	book on table	S
	9:00 pm	<u>With Intent</u> <u>to Kill</u>	*	books on shelf	S
			*	books on desk	S
			*	shows newspaper	S
			*	books on shelf	S
			M	reads yearbook	F
			W	refers to newspaper	P
			M	reads from newspaper	F
			M	reads newspaper	P
			M	reads plans	F
			W	reads newspaper	P
			M	reads book aloud	F

TABLE V (cont.)

PRESENTATION OF PROGRAMS
WEEK 3 - CBS

<u>Day/Date</u>	<u>Time</u>	<u>Program</u>	<u>Initiator</u>	<u>Description</u>	<u>Purpose</u>
Wed. 10/24/34	2:00 pm	<u>With Intent to Kill</u>	M	refers to newspaper	F
Thurs. 10/25/34	4:00 pm	<u>Rockford Files</u>	*	books on shelf	S
			*	books on shelf	S
			*	books on desk	S
			*	books on shelves	S
	5:00 pm	<u>Channel 2 News</u>	G	notes on desk	S
			*	books on desk	S
			M	refers to newspaper	F
			M	author discusses book	F
			M	reads speech	F
			G	notes on desk	S
			G	carries books	S
	7:00 pm	<u>CBS Evening News</u>	G	reads pamphlet	F
			*	books on shelf	S
			G	carries books	S
	7:30 pm	<u>Wheel of Fortune</u>	M	reads answer aloud	F
	8:00 pm	<u>Magnum, P. I.</u>	*	magazines on table	S
			W	reads newspaper	P
			M	reads newspaper	P
	9:00 pm	<u>Simon and Simon</u>	*	books on shelves	S
			*	books on shelves	S

TABLE V (cont.)

20

PRESENTATION OF PROGRAMS
WEEK 3 - CBS

<u>Day/Date</u>	<u>Time</u>	<u>Program</u>	<u>Initiator</u>	<u>Description</u>	<u>Purpose</u>
Thurs. 10/25/84	2:00 pm	<u>Simon and Simon</u>	*	books on desk	S
			*	books on shelves	S
			M	refers to papers	F
Fri. 10/26/84	4:00 pm	<u>Rockford Files</u>	*	books on shelf	S
			*	books on desk	S
			*	books on shelves	S
			*	books on shelves	S
			*	books on shelves	S
	5:00 pm	<u>Channel 2 News</u>	G	notes on desk	S
			M	carries newspaper	S
			M	refers to notes	F
			W	refers to notes	F
			M	refers to notes	F
			*	shows book	S
			*	shows magazine	S
			*	shows letter	S
			*	shows report	S
			M	reads letter	F
			G	notes on desk	S
			M	reads letter	F
			M	refers to report	F
			M	carries newspaper	S
			*	books on shelves	S

TABLE V (cont.)

PRESENTATION OF PROGRAMS
WEEK 3 - CDS

<u>Day/Date</u>	<u>Time</u>	<u>Program</u>	<u>Initiator</u>	<u>Description</u>	<u>Purpose</u>
Fri. 10/26/84	7:00 pm	<u>CDS Evening</u>	W	reads questioneere aloud	F
			*	book on desk	S
			M	refers to cartoon	F
	7:30 pm	<u>Wheel of Fortune</u>	*	books on shelves	S
			M	reads answers aloud	F
	8:00 pm	<u>Garfield</u>	*	notes on ground	S
	8:30 pm	<u>Peanuts</u>	C	reads letter	F
			C	reads letter	F
			C	reads book	P
Sat. 10/27/84	9:00 am	<u>Muppet Babies</u>	*	books in office	S
			M	reads letter aloud	F
	9:00 am	<u>Muppet Babies</u>	*	shows newspaper	S
			*	books on shelf	S
			C	reads book	F
	9:30 am	<u>Saturday Supercade</u>	C	reads paper	F
			M	reads script	F
			M	reads paper	F
	10:30 am	<u>Pole Position</u>			
	11:00 am	<u>Dungeons and Dragons</u>	C	reads book	F
			*	books on shelves	S

TABLE V (cont.)

PRESENTATION OF PROGRAMS
WEEK 3 - CBS

<u>Day/Date</u>	<u>Time</u>	<u>Program</u>	<u>Initiator</u>	<u>Description</u>	<u>Purpose</u>
Sat. 10/27/84	11:30 am	<u>Pryor's Place</u>	*	magazine display	S
			*	books on desks	S
			*	books on bench	S
Sun. 10/28/84	9:00 am	<u>News Sunday Morning</u>	M	refers to notes	F
			G	sings from books	F
			M	refers to speech	F
			C	carries books	S
			C	picks up book	S
			*	books on shelf	S
			*	books on shelf	S
			*	books on shelf	S
			M	carries book	S
			W	refers to notes	F
			G	carries books	S
			M	carries newspaper	S
Mon. 10/29/84	11:00 am	<u>Taking Advantage</u>	M	shows and discusses book	F
			G	carries books	S
	11:30 am	<u>Newsmakers</u>			
	4:00 pm	<u>Rockford Files</u>	*	books on shelves	S
			M	reads newspaper	P
			M	reads newspaper aloud	F

TABLE V (cont.)

PRESENTATION OF PROGRAMS
WEEK 3 - CBS

<u>Day/Date</u>	<u>Time</u>	<u>Program</u>	<u>Initiator</u>	<u>Description</u>	<u>Purpose</u>
Mon. 10/29/34	4:00 pm	<u>Rockford</u> <u>Files</u>	M	reads newspaper aloud	F
			*	books on shelves	S
	5:00 pm	<u>Channel 2</u> <u>News</u>	*	books on shelves	S
			G	notes on desk	S
			M	reads report aloud	F
			M	discusses and shows comic book	F
			M	discusses and shows comic strip	F
			*	shows newspaper	S
			M	reads report aloud	F
			M	holds newspaper	S
			W	refers to speech	F
			M	refers to speech	F
			*	books on shelves	S
			M	discusses and shows comic book	F
			G	carries book	S
			*	books on desks	S
			*	books on shelves	S
			M	reads answers aloud	F
			*	books on shelves	S
			*	books on shelves	S

TABLE V (cont.)

32.

PRESENTATION OF PROGRAMS
WEEK 3 - CBS

<u>Day/Date</u>	<u>Time</u>	<u>Program</u>	<u>Initiator</u>	<u>Description</u>	<u>Purpose</u>
Mon. 10/22/84	8:00 pm	<u>Scarecrow and Mrs. King</u>	M	reads notes	F
			W	reads notes	F
	9:00 pm	<u>Kate and Allie</u>	C	reads book	F
			*	books on table	S
			W	reads magazine	P
			W	reads magazine	P
			W	reads book	P
			*	books on shelves	S
	9:30 pm	<u>Newhart</u>	*	books on shelves	S
Tues. 10/30/84	4:00 pm	<u>Rockford Files</u>	*	shows telephone book	S
			M	reads notes	F
	5:00 pm	<u>Channel 2 News</u>	G	notes on desk	S
			M	reads note	F
			G	notes on desk	S
	7:00 pm	<u>CBS Evening News</u>	*	shows report	S
			*	books on shelves	S
			*	book on table	S
			*	books on shelves	S
	7:30 pm	<u>Wheel of Fortune</u>	M	reads answers aloud	F
			*	shows books as prizes	S
	8:00 pm	<u>After Mash</u>	W	reads from folder	F
			M	reads newspaper	F

TABLE V (cont.)

33.

PRESENTATION OF PROGRAMS
WEEK 3 - CBS

<u>Day/Date</u>	<u>Time</u>	<u>Program</u>	<u>Initiator</u>	<u>Description</u>	<u>Purpose</u>
Tues. 10/30/84	8:00 pm	<u>After Mash</u>	*	books on shelves	S
	8:30 pm	<u>Emergency Room</u>			
	9:00 pm	<u>Silence of the Heart</u>	C	delivers newspapers	S
			G	carries books	S
			C	reads book aloud	P
			*	shows magazines	S
			C	looks at poetry book	P
			*	books on table	S
			C	puts down book	S
			G	reads books	F
			*	books on shelf	S

TABLE VI

WEEK 3 TALLY - CBS

36 hrs. viewed	169 references	51 man	15 pleasurable
		initiated	
		13 woman	58 functional
		13 child	26 set
		21 group	
		71 no initiator	

The data from Tables V and VI also show that reading activities were initiated more often by men than any other group. References to reading for enjoyment were minimal as in the past two week findings. Most references showed inactive

reading, whereby books were either carried or shown in the background of the set.

TABLE VII
TOTAL REFERENCE INITIATORS AND PURPOSES

	Initiators				Purposes		
	Man	Woman	Child	Group	Pleasur- able	Func- tional	Decora- tion
ABC	48	18	3	17	12	54	95
	56%	21%	3%	20%	7%	34%	59%
NBC	57	27	10	24	13	74	99
	48%	23%	9%	20%	7%	40%	53%
CBS	51	13	13	21	15	58	76
	53%	13%	13%	21%	7%	34%	57%
TOTAL	156	58	26	62	40	186	290
	52%	19%	9%	20%	3%	36%	56%

Table VII shows a consistent pattern between all three of the commercial networks that were analyzed. More than half of the reading references recorded for each network were for purposes of set decoration. Reading was not shown as an active process, instead materials were shown but not used actively by the television characters.

About half of all the references were initiated by men. A child as a role model portraying a reading activity was only shown in 2% of the references. Women initiated reading activities only slightly more, 12% of the time.

CONCLUSIONS

The results of this television content analysis support both hypotheses of the study. First, only a small number of reading references were identified and reported. The study further revealed only a small percentage of these references, 8%, portrayed role models engaged in active reading for enjoyment while more than half of the references were for purposes of set decoration. An additional conclusion to be noted is that a very low number of children portraying positive reading role models was found.

These conclusions supported the hypotheses of the study and verify the findings of prior research by J. Winters (1980) and S. Stura (1981). All three analyses found that television did not provide positive role models to any great extent. Few individuals were found to be engaged in active, pleasurable reading. While much opportunity is available to utilize reading in natural settings, i.e. characters interrupted while reading for pleasure, script writers apparently do not view reading as something people do to any great extent or, at least, do not see the values inherent in establishing the behavior as a model to be portrayed or as an integral part of the lives of people/characters seen in television shows.

TELEVISION INFLUENCES: RELATED RESEARCH

The number of research studies concerning television and its influences has grown steadily, paralleling the increased availability and advanced technological improvements of the television set. According to Dorothy Singer (1982), 2500 studies involving television's effects have been made available between 1972 and 1982. This is 90 per cent of the total number of studies generated since television research had its inception. A diverse range of topics can be found in the literature of television research. Research on viewing habits, changes in lifestyle with viewing, and television's effects on achievement, especially reading, will be highlighted in this article. Theories of observational learning by modeling, as found in the research of television violence and prosocial programming, will also be reviewed.

Television became readily available to consumers around 1950. In that first decade alone, the number of televisions purchased jumped 1,200 per cent from four million in 1950 to 53 million televisions in 1960 (Moody, 1980). With this increase in numbers came also an increase in concern over the effects of television as a medium on its viewers.

As early as 1951, Maccoby found that spending time watching television took approximately one and one-half

hours away from active play of the child (Mukerji, 1976). That child, according to Moody (1980), could have already started his viewing habit as an infant. She found that mothers of three month old babies frequently watched television while feeding their children. Infants were drawn to the colors, movements and sound and watched television at times instead of watching their mother's faces or their own hands. Larrick (1982) found that preschoolers, ages two-five, were among the heaviest viewers, watching for more than four hours a day, culminating in approximately 6,000 viewing hours before entering first grade. She voiced concern over the effects that this passive viewing has on language development. The children are hearing speech patterns but do not rehearse their language and therefore are frequently found to become inarticulate in school. Dorothy Singer supported Larrick's findings. Reviewing the research on imagination and vocabulary development, she found that elementary school children who were heavy television viewers had a less advanced syntactic structure than those who were light television viewers as reported by Milkovich and Miller in 1975. In her own laboratory work, Singer (1979) found that light viewers in one sample of middle class children used longer sentences, more adjectives and adverbs, and more future tense verbs

than heavy viewers who more frequently used nouns, pronouns and present tense verbs. Singer also found that light viewers were more imaginative and engaged in more make believe play.

Upon entering school, children continue to view television on the average of three to four hours a day. Viewing begins to decline in fifth and sixth grades when school and outside activities begin to take precedence (Compton, 1983, Larrick, 1982). Teenagers have always comprised the smallest television viewing audience as confirmed by Nielson in 1981 (Schwarz, 1982).

In 1980, the Nielson ratings reported that 20 per cent of children ages six to eleven are still watching television at 10:30 P.M. (Moody, 1980). Parental supervision and television viewing has been found to be almost non-existent. In an article for Children Today, Shirley O'Bryant and Charles Corder-Bolz interviewed parents for their research on viewing patterns of preschoolers. They were amazed at the number of parents who had good parenting skills in all other respects, yet didn't adapt those skills to television viewing. They reported that Lyle and Hoffman found only one third of parents attempted to control the amount of television watched. The authors also found that even though children imitate some of what they see on television, the modeling of television habits

of their parents is more important. They found that children who watch a lot of television have parents who do also (O'Bryant, Corder-Bolz, 1978). Howe (1977) found the same results in his review of the research. A 1958 British investigation concluded that the amount a child views is strongly related to the length of time his parents watch television. Only one per cent of the heaviest viewers had parents who viewed little whereas 63 per cent of these children had parents who themselves were heavy viewers. Howe also reviewed a Grenada Television report which showed that time and content of viewing by mothers and children are closely related.

In a study of 320 children, Aletha Huston and others (1983) found that the single best predictor of preschool viewing time was the mother's education. It was also concluded that children who went to preschool watched less television. Parents who were conscious of what they watched and restricted their viewing and their children's were successful in limiting their children's viewing. They found that the heaviest preschool viewers had uneducated mothers, had parents who didn't regulate television, and their conversation and play was heavily focused on television.

In a review of television behavior by the National Institute of Mental Health (1982) it was found that parents

have a great positive influence when they watch television with their children. When parents watched Sesame Street with their children, the child developed more skills. Adults who commented on aggression viewed also had an effect. If the adults made favorable comments on aggression, it produced more violent behavior in the child.

Two empirical studies, one by Himmelweit, Oppenheim and Vince (1958) and the other, Schramm, Lyle and Parker (1961), dispelled some of the early concerns about television's influence. In the late fifties, Himmelweit compared 4000 children in the classic study Television and the Child. Viewers and nonviewers were surveyed and no differences were found in leisure time activities or school behavior. Children first beginning to view television read less but after one year, book reading returned. The only reading that television displaced was comic book reading. Himmelweit also found that television helped stimulate reading interests of the British viewers. Schramm, Lyle, and Parker (1961) found similar results. They compared two Canadian communities, one with television service and one without. They found that movies, comics and radio listening was effected but reading of books, homework and bedtime habits were not. Play time was slightly diminished in the homes of viewers. The authors concluded that television seemed to meet the fantasy needs of

children and that is why movies, radio and comic book reading was diminished. Schramm also found that the brightest elementary students were also some of the heaviest viewers of television.

Research on television's effects on achievement has been extensive and often contradictory. As early as 1956, Scott found that children who watched television less had higher reading scores. (Freeman-Towner, 1981). On the other hand, Schramm found that television helped low achievers to develop vocabulary skills (1961). Research in the late seventies and into the eighties has taken a look back at the past studies and the results are complex. Neumann (1980) reviewed ten studies on the effects of reading achievement and television and found no significant relationship between the amount of television viewed and reading achievement. One of Schramm's conclusions in 1961 was that by age ten, viewers reach a saturation point of viewing. Benefits from viewing, as in vocabulary enrichment, begin to decrease after age ten if viewing time continues to increase. Busch (1973) confirmed the above findings and reported that after age twelve the students total knowledge declined as viewing increased. The preschool and primary child benefited most from television. She also confirmed Schramm's finding that students with the highest marks were some of the heaviest

viewers. She found that the better student was able to watch television and read alternately.

In a survey of 29,000 nine year olds Fetler (1983) found that moderate amounts of viewing was associated with higher achievement. He also confirmed Schramm and Busch's finding that there is a threshold amount of viewing (5-6 hours) after which there are sharp decreases in achievement. Achievement of the disadvantaged student increased more with moderate amounts of viewing and decreased less with large amounts than the advantages youths. Fetler reported on a California Department of Education study in 1980 and 1981 and found some other complex effects of television. One-half million sixth and twelfth graders were found to have decreases in reading, written expression and math achievement with increased viewing. They found that achievement with low socio-economic students improved with moderate viewing but scores declined sharply with large amounts of viewing for all groups. Heavy viewers tended to watch light entertainment, were lower achievers, and had high amounts of family viewing. Light viewers watched public affairs, news, had higher socio-economic status, high achievement and a structured home environment. Moldenhauer and Mitler concluded that good readers were not watching significantly more or less television than poor readers

(Freeman-Towner 1981). One study reported that content of programs may have an effect on achievement. Neumann found that adventure shows in particular appeared to be negatively related to reading achievement scores.

John Starkey reported that television is a "leveler of mankind". Poor readers and illiterate students learn more than they ever would because of the constant battle with the printed word (Starkey 1974).

Another topic addressed by researchers has been television's influence on reading habits. Whitehead reported that large numbers of heavy readers (three or more books a month) also watched a considerable amount of television (more than 21 hours a week)(Neumann, 1982).

In a study done by the National Institute of Mental health, it was reported that for low IQ viewers, the more they watched television the more things they liked to read. Heavy viewers liked love and family stories, teenage stories and true stories about television and movie stars. Light viewers read more science fiction, mysteries, and nonfiction. They found that adults who didn't read at all did watch the most television (1982). Aimee Dorr found, in comparing towns with or without television, just as many books were read by both (1982). Neumann and Proudka (1982) found that enjoyment with books and reading decreased with age but so did television. Witty's surveys from 1949 - 1965 concluded that the number of books read by children remained unaffected

by increased television viewing (Neumann, 1982). In that same report, Neumann found that the heavy viewers who were light readers chose books of lower quality than any other group.

A number of studies have concluded that television can act as a motivator to encourage reading. Gough verified that 89 per cent of 595 students surveyed saw at least one program on commercial television that prompted them to read a book (Shoup, 1984). As early as 1955, it was found that after viewing Davy Crockett on Television, books on him were removed from the shelves of libraries by children (Larrick, 1969). Witty also reported similar findings on television as a motivator (Feeley, 1974). Captain Kangaroo has been reading books to children since 1955 and children frequently request the same titles from their libraries. Times reported that after the viewing of "The Forsythe Saga" book sales changed Galsworthy from a virtually forgotten writer to a best seller (Starkey, 1974).

Because of the interest in portrayals of books on television, the three major commercial television networks have directed staff, time, energy and money towards improving reading skills and interests. CBS programs entitles "Read More About It" link the portrayal with the book. After the program is aired, one of the stars appears and recommends several books related to the

program. ABC also airs portrayals of children's classics on the weekend schedule (Shoup, 1984, LeBrand and Brodsky, 1979).

Research in the 1960's turned towards content analysis studies with violence portrayed on television being a major concern. Howe (1977) found that the average American or British child who watches television around three hours a day is likely to view around twenty violent incidents during that period. Gerbner and Gross also concluded that the world portrayed on television is more violent than the real world. They found that heavy viewers overestimate their chances of encountering violence in the real world and this is reflected in more of a mistrust of others (Moody, 1980). Do these heavy viewers have a tendency to show signs of aggressive behavior related to television programming? In 1969, President Johnson appointed a National Commission on the Causes and Prevention of Violence. The Commission reported that television encourages violent behavior and acceptance of the same but that television is not the sole culprit when it comes to violence (Mukerji, 1976). Beginning in 1967, the Senate conducted a three year study that addressed television and violence. The report, placed in five volumes entitled Television and Social Behavior was the compilation of experts who reviewed the research data on aggression and television violence. The major finding was that a causal relationship was

discovered between violent programming and increased aggression. The research also showed that live observation of others and on film can be very potent in changing such widely varied aspects of social behavior as a child's willingness to help others, a child's ability to display self control and the learning of language rules. Coates and Hartup in 1969 found that children can learn unfamiliar behaviors by watching film. Bryan and Wabek in 1970 found that exposure to film on children sharing effected a change in the viewers. One of the conclusions of the Surgeon General's Report on Television and Violence was the possibility that behavior can be acquired observationally and retained, an important implication for our understanding of the effects of television (Murray, 1972).

Albert Bandura (1977), a leading proponent of "social learning" supported the above findings. He theorizes that human thought, affect, and behavior can be markedly influenced by observation as well as from direct experience. He found that behavior is learned observationally through modeling and attention to the model is important for learning to occur. Bandura states "that models presented on television are so effective in capturing attention that viewers learn much of what they see without requiring any special incentives to do so". Bandura's findings show a positive relationship between aggressive behavior and the viewing of violence on film. Stein and Friedrich (1975) reviewed studies of

social behavior and television violence and supported Bandura's results. In their analysis of 25 studies involving television violence, they generally found that television violence instigates aggressive behavior across all age groups. In both laboratory viewing of aggressive models and viewing of real television programs, the same results generally held up. Repeated exposure lead to increased aggression but anxiety reactions to violence appeared to decline with repeated exposure. The authors also studied the available literature on prosocial modeling on television and reviewed nine studies on the effects of "Mr. Rogers Neighborhood" on prosocial development. They confirmed their assumption that children can learn prosocial skills, like cooperation, sharing, and helping by watching prosocial programs.

Norton Wright (1982) studied the positive influences that television has on children by reviewing the program "Freestyle" aired on PBS from 1968-1980. The goal of the program was to counteract the limiting effects of sexist stereotyping in career aspirations and lifestyles of boys and girls. Both boys and girls evidenced large and positive attitudinal changes on approving non-stereotypical activities for another.

Children do identify with characters on television and the research has concluded that both negative and positive learning can take place from models on television.

Baron and Meyer posed children with problems which they asked them to solve. Then they asked the children how their favorite television character would solve the same problem. They showed extensive agreement between the two showing the strong identification youth has with television models (Mukerji, 1976). This identification has been no more vividly shown than in the publicized accounts of children attempting to fly like Superman or jump like Evil Knievil.

Sandra Stura (1981) and Judith Winters (1980) both attempted to determine references to reading during prime time commercial television by performing content analysis studies on NBC and ABC respectively. Their conclusions were the same. Low numbers of positive reading references were reported.

Dorothy Singer (1982) in her recommendations to writers and producers of television encouraged the industry to continue positive role modeling incidents on television. In reviewing television specials she says, "These TV messages were successful but I believe that such messages can be even more effective if included in ongoing programs... I think specials are just that - special. They deal with extremes of behavior. It would be more effective to deal with particular aspects of human behavior that are integrated in a program that is on going rather than a one time feature special. Your audience cares about the characters, they

identify with them. They will learn more from their behaviors week after week than from a Public Service Announcement, 15 second health message or hour long special."

Singer encouraged the increase of book tie-ins to stimulate reading. But, in addition, she recommended making books more visible. Shows could have major characters reading a book, carrying one, borrowing a book or asking a parent to read. The now famous "Happy Days" episode was discussed where Fonz took out a library card and significant library enrollment occurred the following week to demonstrate results of such involvement.

Based on the above, there appears to be a great potential for portraying reading as a natural family activity on television, and since Rosekrans reported that "children are more likely to imitate models who are similar to themselves than unlike themselves", (Stein and Friedrich, 1975) great effects on quantity, if not quality, reading could be realized by appropriate and frequent modeling on television.

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